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AUTHOR Peters, Richard
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ABSTRACT

A constant interaction and interdependence exists between ecological and social systems. This paper recommends that teachers: (1) first focus students' attention on their cultural, natural, and social surroundings; (2) teach students the relationship between the school's and the community's social environments; (3) utilize community resources whenever possible; (4) create field-based learning laboratory sites, such as nature trails or activity areas; (5) reinforce what has been previously been learned; (6) maximize individual instruction through the use of learning packets; and (7) focus on fundamental concepts, knowledge, and skills. Students should be taught that people and nature must exist in harmony and in interlocking dependency. Global cultures can be compared in terms of: (1) behavior; (2) communication; (3) customs and traditions; (4) dress, food, and shelter; (5) geography and topography; (6) institutions; (7) social roles and status; (8) technology and tools; and (9) values. Structured learning environments, simulated experience environments, and students' inquiry through game-related activities can be used to encourage learning. Charts, diagrams, and drawings are included. (JHP)

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ED301493

HUMANS & ENVIRONMENT
LEARNING PROGRAM
(HELP)

TRAINING SOCIAL STUDIES TEACHERS IN GLOBAL EDUCATION STRATEGIES TO AFFECT INSTRUCTION AND LEARNING IN THE KINDERGARTEN THROUGH GRADE TWELVE CURRICULUM

RICHARD PETERS, ED.D.

AUGUST 1988

SO 019 459

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FORWARD

IN ITS ANNUAL REPORTS FOR 1985/1986 AND 1986/1987 , THE ENVIRONMENT LIAISON CENTRE (NAIROBI,KENYA) STATES THAT " THE ENVIRONMENT/DEVELOPMENT CRISIS OF OUR WORLD HAS CONTINUED TO BE FELT MOST HEAVILY BY THE POOR,ESPECIALLY IN DROUGHT-STRICKEN, ERODED, DEFORESTED AND WAR-TORN AFRICAN NATIONS " .

INTRODUCTION

WHERESOEVER THE PLIGHT OF HUMAN GROUPS AND NATURAL ENVIRONMENTS MIGHT BE, WE SHOULD BE EQUALLY CONCERNED. AFTER ALL, WE ALL SHARE ONE THING: A COMMON HOME - EARTH!

OVER THE COURSE OF TWO DECADES, THIS AUTHOR HAS DEVELOPED AN APPROACH TO THE STUDY OF GLOBAL ENVIRONMENTS; NATURAL AND SOCIAL, WHICH EMPHASIZES THE CONSTANT INTER-ACTION BETWEEN/INTERDEPENDENCE OF ECOLOGICAL AND SOCIAL SYSTEMS.

AN EQUAL EMPHASIS IS PLACED ON THE STUDY OF GLOBAL NATURAL ENVIRONMENTS AND GLOBAL SOCIAL ENVIRONMENTS. HOW HAS ONE AFFECTED THE OTHER? IN WHAT WAY(S) HAVE EACH ADAPTED TO THE OTHER FOR PURPOSES OF SURVIVAL AND PROSPERITY?

THE ECO/SOCIAL STUDIES APPROACH UTILIZED IN GLOBAL HORIZONS' HUMANS/ENVIRONMENT LEARNING PROGRAM (H/ELP) IS APPLICABLE TO BASIC, AVERAGE, AND HONORS LEVELS OF ABILITY.

THE JOURNEY TO GLOBAL PERSPECTIVES MUST BEGIN SOMEWHERE. THAT SOMEWHERE IS YOUR OWN BACK YARD! INTRODUCE STUDENTS TO THE LIFESPACE FAMILIAR TO THEM, AND THEN, OVER TIME, EXPAND THEIR HORIZONS TO INCLUDE THE WORLD.

STRATEGIES

IRREGARDLESS OF THE THRUST OF A GIVEN INSTRUCTIONAL PROGRAM, ATTENTION SHOULD BE PAID TO THE CHARACTER AND NATURE OF LIFESPACE.

I. ATTENTION MAY BE FOCUSED ON THE CULTURAL LIFESPACE, THE NATURAL LIFESPACE, THE SOCIAL LIFESPACE, ETC .

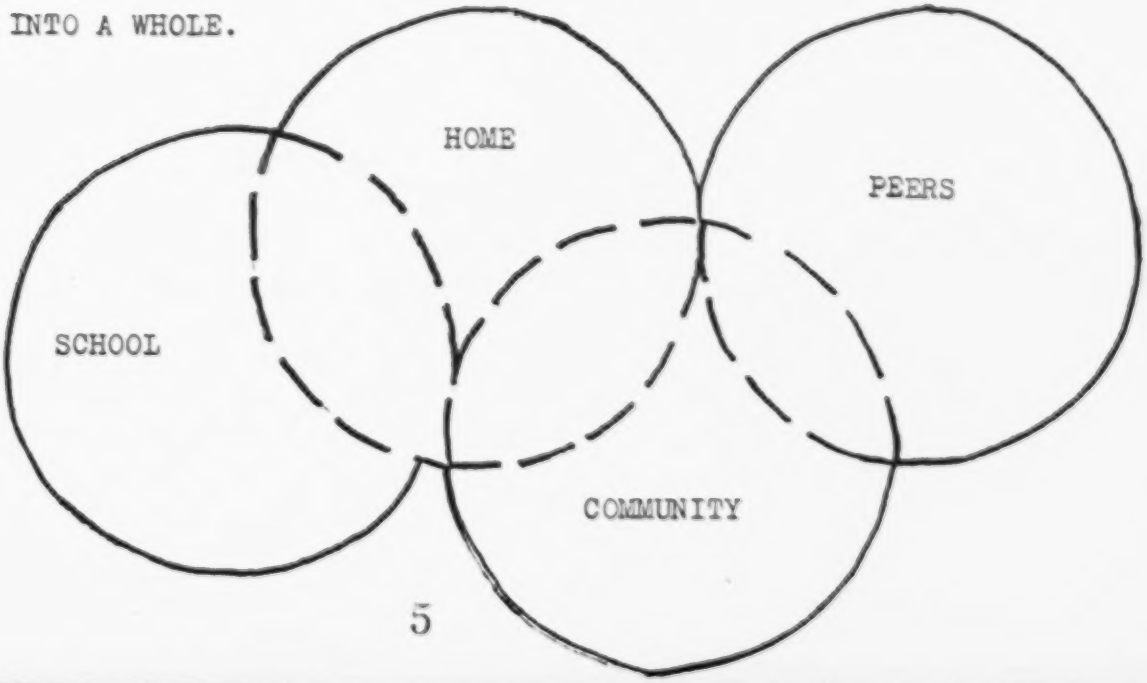
ANOTHER WORD FOR LIFESPACE IS SURROUNDINGS. THERE IS A NEED TO NOT ONLY LOOK AT PEOPLE BUT ALSO TO LOOK AT WHERE THEY LIVE, HOW THEY LIVE BECAUSE OF THEIR SURROUNDINGS, ETC .

THERE IS A NEED TO DETERMINE THE EFFECTS OF NATURAL SURROUNDINGS ON A PEOPLE'S CULTURE, HISTORY, ECONOMIC SYSTEM, POLITICAL SYSTEM(S), RELATIONSHIPS WITH OTHER PEOPLE/GOVERNMENTS, ETC .

HOW HAS GEOGRAPHY AND TOPOGRAPHY AFFECTED THE CULTURAL/SOCIAL DEVELOPMENT OF GIVEN GROUPS?

II. WHENEVER POSSIBLE, INSTRUCTION SHOULD BE FIELD-BASED. PROVIDE OPPORTUNITIES FOR STUDENTS TO LEARN OUTSIDE THE WALLS OF THE SCHOOL. DEVELOP WITHIN THEM A PERCEPTION OF THE RELATIONSHIP BETWEEN THE SOCIAL ENVIRONMENT OF THE SCHOOL AND THE NATURAL/SOCIAL ENVIRONMENTS OF THE COMMUNITY.

REMEMBER. EACH CHILD/YOUTH LIVES IN SEVERAL ENVIRONMENTS SIMULTANEOUSLY. IT IS THE TASK OF FORMAL EDUCATION TO BLEND THESE SEVERAL ENVIRONMENTS INTO A WHOLE.



FIELD-BASED LEARNING CAN INCLUDE NATURE WALKS, FIELD TRIPS, LONG DISTANCE TRAVEL (POSSIBLY TO FOREIGN COUNTRIES), VISITS TO MUSEUMS, ETC .

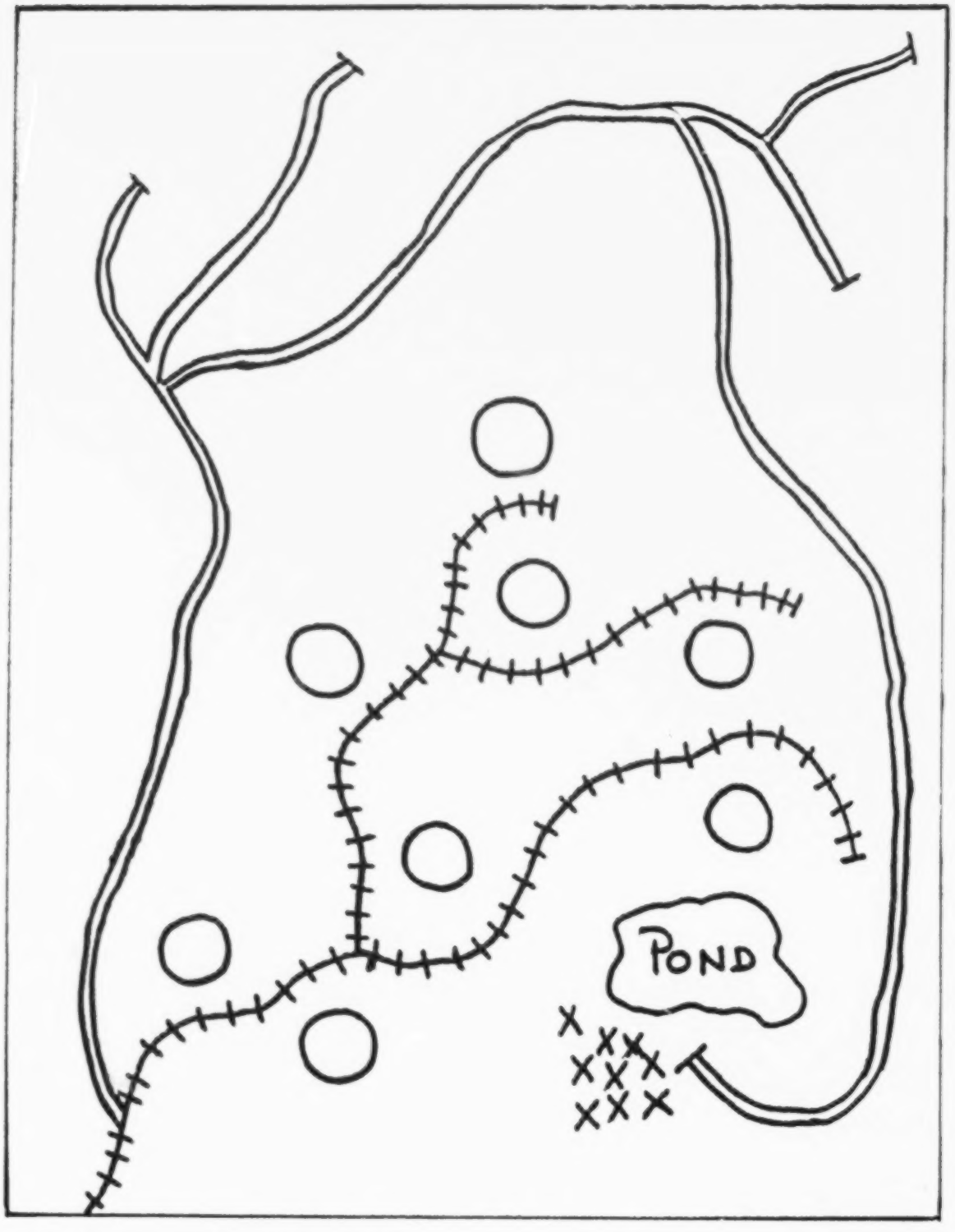
TEACH STUDENTS TO USE GRAPHIC MEDIA DEVICES, E.G., 8MM/16MM CAMERAS, STILL/SLIDE CAMERAS, AND PORTABLE VIDEO TAPING EQUIPMENT. NOT ONLY IS IT A WAY TO RECORD AND PRESERVE THE ACTIVITY FOR USE AGAIN-AND-AGAIN, BUT IT ALSO PROVIDES AN AVENUE FOR SELF EXPRESSION AND COMMUNICATIONS FOR STUDENTS. IT IS A CREATIVE ART FORM.

III. UTILIZE COMMUNITY RESOURCES (PEOPLE AND PLACES) IN THE INSTRUCTIONAL PROCESS WHENEVER POSSIBLE. TAP THE EXPERTISE OF RESOURCE PEOPLE, AND INCORPORATE THE UNIQUE CHARACTER OF DIVERSE NATURAL/SOCIAL SITES INTO THE INSTRUCTIONAL SCHEME.

IV. IF AN EMPHASIS IS TO BE PLACED ON HUMAN INTER-ACTION(S) WITH THE NATURAL LIFESPACE, IT MAY BE WISE TO TAKE THE TIME AND EFFORT TO CREATE A FIELD-BASED LEARNING LABORATORY SITE.

THIS DESIGNATED AREA SHOULD INCLUDE NATURE TRAILS, ACTIVITY SITES, HIKING TRAILS, AND CAMPING AREAS. PROGRAMS SHOULD BE DESIGNED TO UTILIZE EACH SPECIALIZED AREA.

THE SITE EXPOSES STUDENTS TO NATURAL PHENOMENA WHICH CAN BE COMPARED TO DIVERSE GLOBAL ENVIRONMENTS.



V. AIMs. THERE ARE SPECIFIC TIMES DURING THE PROCESS OF INSTRUCTION WHEN THERE IS A NEED TO STOP AND REINFORCE THAT WHICH HAS BEEN PREVIOUSLY TAUGHT AND LEARNED.

THESE ACCELERATED LEARNING MOMENTS ARE USUALLY SPONTANEOUS IN NATURE, AND ARE NOT EASILY PLANNED FOR.

AIMs ARE TIMES WHEN THERE IS A NEED TO PROVIDE SOME CLARIFYING EXPLAINATION, TO GIVE SOME EXAMPLE, TO PROVIDE SOME LEARNING ENRICHMENT ACTIVITY IN ORDER TO MAXIMIZE STUDENT ACQUISITION OF FUNDAMENTAL CONCEPTS, KNOWLEDGE, AND SKILLS.

VI. WITHIN ANY GIVEN CLASSROOM, IRREGARDLESS OF THE ABILITY GROUPING DESIGN, THE TEACHER WILL BE CONFRONTED BY A RANGE OF ABILITIES, INTERESTS, AND NEEDS THAT MUST BE SERVED AND MET IF EACH AND EVERY STUDENT IS TO BE GIVEN AN EQUAL OPPORTUNITY TO LEARN AND DEVELOP.

THERE ARE WAYS BY WHICH ONE TEACHER, WORKING WITH TWENTY TO THIRTY STUDENTS, CAN MAXIMIZE INDIVIDUALIZED INSTRUCTION IN THE GROUP SETTING.

INDIVIDUALIZED LEARNING PACKETS (ILPs) CAN BE USED BY STUDENTS TO PROGRESS THROUGH EITHER ASSIGNED WORK OR ENRICHMENT ACTIVITIES...AT THEIR OWN RATES OF ACHIEVEMENT.

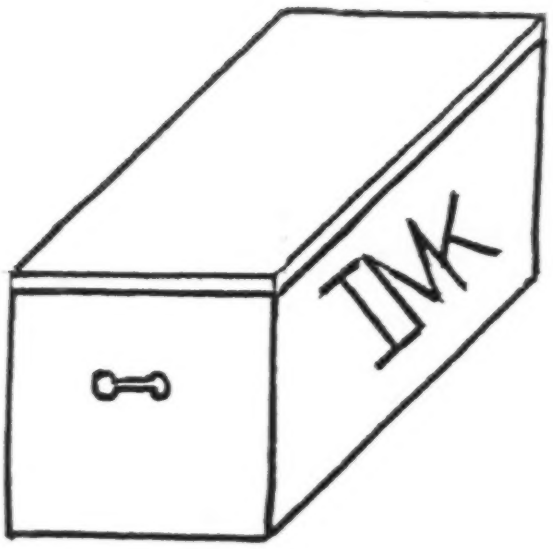
NEW TOPICS OF STUDY SHOULD BE INTRODUCED TO THE CLASS AS A WHOLE. DO ALL OF THE NECESSARY PRELIMINARY WORK (E.G., INTRODUCING CONCEPTS, VOCABULARY WORDS AND TERMS, FACTUAL INFORMATION, SKILLS SUCH AS MAP READING, CUSTOMS) WITH THE GROUP AND THEN ALLOW THE STUDENTS TO WORK INDIVIDUALLY USING THE PACKETS.

THE TEACHER'S ROLE IN THIS PROCESS CHANGES FROM BEING THE DIRECTOR OF LEARNING TO A FACILITATOR AND RESOURCE PERSON TO STUDENTS. ILP LEARNING REQUIRES A NEW STYLE OF STUDENT/TEACHER RAPPORT . FOR NOW, STUDENTS AND THE TEACHER ARE PARTNERS IN THE DISCOVERY/ LEARNING PROCESS. EVERYONE LEARNS SOMETHING IN THIS PROCESS.

THE ILPs ARE MADE FROM FILE FOLDERS STAPLED SO AS TO CREATE POCKETS. INTO EACH ILP CAN BE PLACED A STATEMENT OF PURPOSE, MEASURABLE GOALS/OBJECTIVES FOR STUDENT ACHIEVEMENT, DETAILED ACTIVITIES, REFERENCE SOURCES, MAPS/WORKSHEETS/CROSS WORD PUZZLES ETC , AND SELF ASSESSMENT QUIZZES AND TESTS.

INSTRUCTIONAL MATERIALS KITS (IMKs) ARE HANDS-ON LEARNING TOOLS. CULTURE ARTIFACTS, SPECIMENS FROM NATURAL ENVIRONMENTS, MEDIA PRESENTATIONS ON FILM LOOPS - SLIDES WITH PERSONAL VIEWERS - MOUNTED PHOTOS - VIDEO TAPES, AND DETAILED ACTIVITIES ENABLE STUDENTS TO GAIN EXPOSURE TO/INTERACT WITH OBJECTS AND VIEWS OF FAR-DISTANT CULTURES/SOCIETIES.

THE CONTENTS OF EACH IMK ARE STORED/DECORATED BOXES.



IF THE CLASS IS DOING A COMPARATIVE STUDY OF TWO GIVEN CULTURES, THEN IMKs RELATIVE TO THESE CULTURES WILL BE USED. FOR EXAMPLE, THE PLAINS INDIANS OF NORTH AMERICA AND ESKIMO CLANS IN THE ARTIC REGION.

EACH IMK WILL CONTAIN OBJECTS OF THE CULTURE, E.G., ART PIECES, CLOTHING, TOOLS/UTENSILS, WEAPONS, AND INFORMATION ABOUT THE CULTURE, E.G., BOOKS, MAGAZINES, MOUNTED PICTURES, SLIDES/FILMS, VIDEO TAPES.

HANDS-ON EXPERIENCES WILL REINFORCE CONCEPTUAL LEARNING.

IMKs CAN BE DEVELOPED FOR DIVERSE NATURAL ENVIRONMENTS, E.G., SEASHORES, MARSHES, PLAINS, DESERTS, WOODLANDS, MOUNTAINS.

VII. BECAUSE STUDENTS' ABILITIES DIFFER GREATLY, THERE IS A NEED TO FOCUS ATTENTION ON THOSE BASIC/ FUNDAMENTAL CONCEPTS, KNOWLEDGE, AND SKILLS OF GIVEN UNITS OF STUDY WHICH EACH-AND-EVERY STUDENT CAN GRASP AND WHICH ARE NECESSARY FOR FUTURE STUDY.

COMPETENCY (BASIC SKILLS) BASED INSTRUCTION (CBI) HAS A PLACE IN GLOBAL EDUCATION STUDIES.

THERE IS A NEED TO PREPARE THE ENTIRE CLASS FOR CULTURE STUDIES. FOR MOST, THIS WILL BE THEIR FIRST FORMAL INTRODUCTION TO PEOPLE AND PLACES WHICH MAY BE DRAMATICALLY DIFFERENT FROM EVERYTHING THEY KNOW OR ARE ACCUSTOMED TO. IN FACT, CULTURE SHOCK MAY TAKE PLACE IN YOUR CLASSROOM!

> IT IS IMPORTANT TO INTRODUCE STUDENTS TO THEIR LIFESPACE IN A FORMAL MANNER. BY KNOWING WHAT IS CLOSE AT HAND .... THEY CAN BETTER UNDERSTAND THAT WHICH IS FAR AWAY.

VIII. THERE ARE TWO CONCEPTS WHICH STUDENTS IN GLOBAL EDUCATION SHOULD BE INTRODUCED TO AND SHOULD CONTINUALLY RELATE TO THEIR STUDIES.

COOPERATIVE LIVING HAPITATS. IN ANY GIVEN LIFE-SPACE, IN ANY GIVEN REGION OF THE WORLD, THERE IS A DESPERATE NEED FOR HUMANS AND NATURE TO LIVE IN HARMONY WITH ONE ANOTHER. ONLY WHEN BOTH PROSPER CAN EACH SURVIVE! AS IS TRUE IN HUMAN SOCIETIES, THERE IS A NEED TO ADAPT, TO A DEGREE, TO THE LIFE-SPACE. IN TURN, NATURE HAS ADAPTED, IN PART, TO HUMAN INTRUSION. PROBLEMS ARISE WHEN HUMANS TRY TO ALTER THE NATURAL STATE DRAMATICALLY!

INTERLOCKING DEPENDENCY. IT IS MOST-LIKELY THAT NATURE COULD SURVIVE, ALONE, WITHOUT THE PRESENCE OF HUMANS .... AND MIGHT EVEN PROSPER, BUT IT IS CERTAIN THAT HUMANS COULD NOT SURVIVE ON THIS PLANET IN THE ABSENCE OF NATURE!

BECAUSE OF HUMAN IMPACT UPON NATURE IN SOME LIFE-SPACES, THOSE NON-CULTURAL ENVIRONS ARE DEPENDENT UPON HUMANS FOR THEIR CONTINUED EXISTENCE. FRAGILE SAND DUNE ENVIRONMENTS THAT HAVE BEEN IMPACTED BY OFF-ROAD RECREATIONAL VEHICLES NOW RELY UPON HUMANS TO PLANT GRASSES AND RESTRICT THE AREA IN WHICH ORVs CAN OPERATE. POLLUTED BODIES OF WATER MUST DEPEND UPON HUMANS TO SAVE THEM. ANIMAL,BIRD,AND PLANT

SPECIES, WORLDWIDE, ARE DEPENDENT UPON HUMANS FOR THEIR CONTINUED EXISTENCE ON THIS EARTH.

IX. THE STUDENT AWARENESS OF GLOBAL ENVIRONMENTS (SAGE) MATRIX CAN BE USED IN THE STUDY OF GLOBAL CULTURES/LIFESPACES. IT IS A VISUAL INSTRUCTIONAL AID TO ENHANCE STUDENT AWARENESS AND UNDERSTANDING.

STUDENTS CAN COMPARE DIVERSE GLOBAL CULTURES IN ANY OF NINE CATEGORIES:

(1) BEHAVIOR (S)
(2) COMMUNICATIONS
(3) CUSTOMS/TRADITIONS
(4) DRESS/FOOD/SHELTER
(5) GEOGRAPHY/TOPOGRAPHY
(6) INSTITUTIONS
(7) SOCIAL ROLES/STATUS
(8) TECHNOLOGY/TOOLS
(9) VALUES .

REFERENCE IS MADE TO THE FOLLOWING PUBLICATIONS BY THIS AUTHOR.

"THE SAGE MATRIX" THE SOCIAL STUDIES TEACHER FEBRUARY-MARCH 1987

THE SAGE CROSS-CULTURE MATRIX APPROACH TO THE STUDY OF GLOBAL ENVIRONMENTS AND HUMAN INHABITANTS
ERIC ED 258 887 1985

X. THERE ARE THREE INSTRUCTIONAL STRATEGIES OR DESIGNS THAT CAN BE USED TO DIRECTLY INVOLVE STUDENTS IN THEIR OWN LEARNING AND TO ENHANCE CONCEPTS/KNOWLEDGE/SKILLS ACQUISITION, APPLICATION, REINFORCEMENT, AND REFINEMENT.

STRUCTURED LEARNING ENVIRONMENTS (SLE_S) PROVIDE A SAFE HARBOR FOR STUDENT LEARNING. ACTIVITIES ARE TEACHER-DIRECTED. STUDENTS WORK WITHIN GIVEN PARAMETERS. ATTENTION IS PAID TO FUNDAMENTALS. THE TYPICAL FORMAT IS: LESSON/UNIT INTRODUCTION, PLANNED ACTIVITIES, QUIZZES/TESTS.

SIMULATED EXPERIENCE ENVIRONMENTS (SEE_S) ARE TRIAL-AND-ERROR LEARNING VEHICLES. EACH SEE PROVIDES OPPORTUNITIES FOR STUDENTS TO EXPERIMENT AND TO INQUIRE.

THEY TAKE CHANCES, MAKE EDUCATED GUESSES, PONDER THE CONSEQUENCES OF ALTERNATIVE COURSES-OF-ACTION, ACT, AND EVALUATE THE RESULTS OF CHOSEN BEHAVIORS.

THE LEVEL(S) OF ACTIVITY DIFFICULTY IS (ARE) BASED UPON THE ABILITIES, AGES, AND PRIOR EXPERIENCES OF STUDENTS AS WELL AS THE NATURE OF THE

SUBJECT MATTER AND THE LEARNING ENVIRONMENT(S).

EACH SEE SERVES A SPECIFIC PURPOSE OR COMBINATION OF PURPOSES:

INFORMATIONAL
KNOWLEDGE ACQUISITION
KNOWLEDGE APPLICATION
SKILLS DEVELOPMENT
SKILLS APPLICATION
EVALUATIVE .

PROACTIVE ACTION MODEL (PAM) CHALLENGES STUDENTS' ABILITIES AND TALENTS IN GAME-LIKE SITUATIONS. EACH STUDENT FUNCTIONS AS A RESEARCHING SOCIAL SCIENTIST. HE/SHE BECOMES DIRECTLY INVOLVED IN THE APPLICATION OF THE SCIENTIFIC METHOD OF INQUIRY TO SOCIAL ISSUES AND ECOLOGICAL PROBLEMS.

AFFECTIVE SKILLS	COGNITIVE SKILLS	PAM COMPONENTS	COMPONENT ACTIVITIES
	2.0 Comprehension	**PERCEPTION(S)** using acquired knowledge/ skills/attitudes to perceive a situation. Knowledge/ skills/attitudes are acquired from direct and vicarious experiences.	identify a conflict/issue/ problem/situation.
1.0 Receiving	1.0 Knowledge		
	6.0 Evaluation 5.0 Synthesis 3.0 Application 2.0 Comprehension 1.0 Knowledge	**THOUGHT PATTERN** relating isolated bits of knowledge/skills with attitudes to solve problems/resolve conflicts/clarify under-standings.	research data, review data amassed, generate an hypothesis, and develop a research design.
2.0 Responding 1.0 Receiving			
	6.0 Evaluation 5.0 Synthesis 4.0 Analysis 3.0 Application 2.0 Comprehension	**ACTION(S)** overt behavior resulting in something being accomplished/ resolved/understood. Overt behavior results from knowledge/skills/attitudes interfacing.	conduct an empirical study, collect data, data assessment, and arrive at a conclusion.
3.0 Valuing 2.0 Responding 1.0 Receiving			
	6.0 Evaluation 5.0 Synthesis 4.0 Analysis 3.0 Application 2.0 Comprehension	**CLOSURE** implementation/evaluation/ documentation/of a strategy or modus operandi.	design a resolution strategy, implement the strategy, document the strategy process, and report process results.
2.0 Responding 1.0 Receiving		**FEEDBACK** data providing additional/ updated information is delivered to PAM components and may have positive/negative effects on future component processes.	

FEEDBACK

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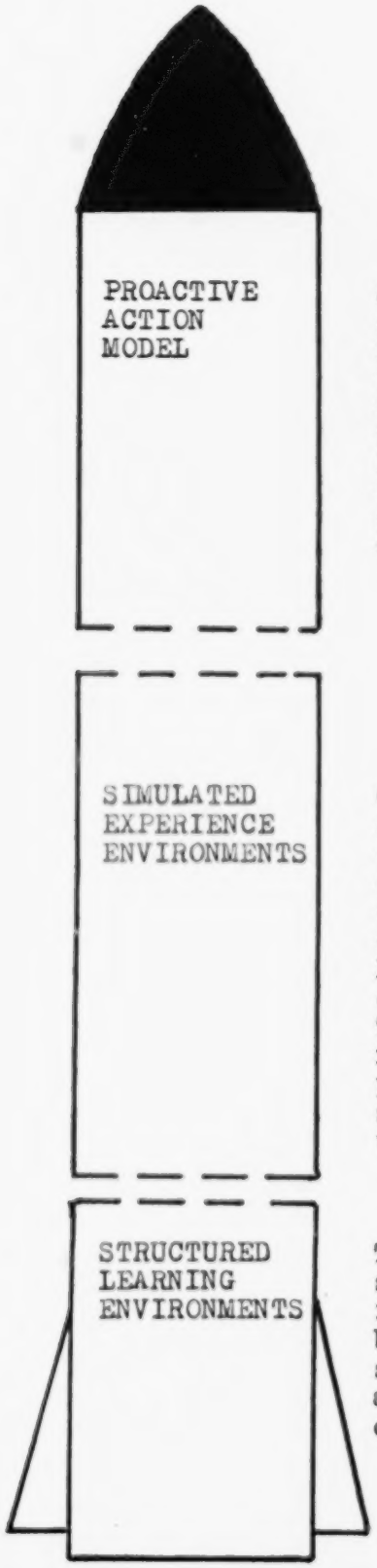
The three staged learning development process.



Students are engaged in game-like activities in real and contrived environments.
They are required to apply previously acquired concepts, knowledge, and skills to issue clarification and problem solving tasks of varying levels of difficulty.

Contrived situations in which students are allowed a degree of freedom and choice to explore and experiment in order to achieve measurable objectives.
Each SEE replicates a real environment and situation.
The teacher serves as a facilitator of learning; providing opportunities for student inquiry and assisting those endeavors.

Teacher directed learning situations designed to introduce students to the basic properties of a given subject; concepts, knowledge, and skills. Usually forced choice responses and drill.

CLOSING STATEMENT

GLOBAL EDUCATION CAN BE WHATEVER YOU WANT IT TO BE. IT CAN BE A COMPARATIVE STUDY OF DIVERSE CULTURES, A STUDY OF NATURAL ENVIRONMENTS ON A GLOBAL SCALE, REGIONAL CULTURE STUDIES, A STUDY OF GLOBAL ISSUES/PROBLEMS, ETC .

IT IS A FIELD OF STUDY WITHOUT BOUNDRIES. IT CAN BE CENTERED IN A SINGLE SUBJECT SUCH AS THE SOCIAL STUDIES OR CAN BE MULTI-DISCIPLINE IN DESIGN AND TREATMENT. FOR EXAMPLE, IT CAN BE SOCIAL STUDIES/SCIENCE, SOCIAL STUDIES/FOREIGN LANGUAGE, HUMANITIES/SCIENCE, ETC .

IT CAN BE TAUGHT BY AN INDIVIDUAL TEACHER WITHIN A SPECIALIZED DEPARTMENT OR TEAM PLANNED AND TEAM TAUGHT WITHIN A SPECIALIZED DEPARTMENT OR BY STAFFS REPRESENTING SEVERAL SPECIALIZED DEPARTMENTS.

IT CAN BE DIRECT EXPERIENCE BASED, VICARIOUS EXPERIENCE BASED, OR A COMBINATION OF BOTH.

BEFORE TEACHERS UNDERTAKE G.E. STUDIES, THEY SHOULD BE FORMALLY TRAINED RE CONTENT, MATERIALS, METHODS, STRATEGIES FOR INSTRUCTION AND EVALUATION.